Teaching in Higher Education

Contents and Author Index, Volume 10, 2005

EDITOR
Jon Nixon, *University of Sheffield, UK*

EDITOR DESIGNATE
Sue Clegg, *Sheffield Hallam University, UK*

FOUNDING EDITOR
Len Barton, *University of London, UK*

EXECUTIVE EDITORS
Cheryl Hunt, *University of Exeter, UK*
Jan Parker, *University of Cambridge, UK (Review Editor)*
Stephen Rowland, *University College London, UK*
Alan Skelton, *University of Sheffield, UK*

EDITORIAL BOARD
Peter Ashworth (Sheffield Hallam University, UK); **Ronald Barnett** (Institute of Education, University of London, UK); **Phil Bayliss** (University of Plymouth, UK); **Jennifer Boore** (University of Ulster, UK); **Chrissie Boughey** (Rhodes University, South Africa); **Stephen Brookfield** (University of St. Thomas, USA); **Tony Brown** (University of East Anglia, UK); **Robert Cannon** (University of Adelaide, Australia); **Peter Carrotte** (Glasgow Dental Hospital & School, UK); **Asher Cashdan** (Sheffield Hallam University, UK); **Janina Chowaniec** (University College London, UK); **Roger Ellis** (University College Chester, UK); **Angela L. Fairclough** (University of Sheffield, UK); **Xiao Fang** (University of Hull, UK); **Robert E. Floden** (Michigan State University, USA); **Michael Fullan** (University of Toronto, Canada); **Frank Furedi** (University of Kent, UK); **John Gabriel** (London Metropolitan University, UK); **David Garnett** (University of the West of England, Bristol, UK); **Paul Greenbank** (Edge Hill College of Higher Education, UK); **Miklós Györffi** (Debrecen University Medical School, Hungary); **Tony Harland** (University of Otago, New Zealand); **Christopher J. Jones** (Sheffield Hallam University, UK); **Philippa Levy** (University of Sheffield, UK); **Alistair MacFarlane** (UK); **Bruce Macfarlane** (Thames Valley University, UK); **Frank McMahon** (Dublin Institute of Technology, Ireland); **Lin Mellor** (University of Derby, UK); **Henry Miller** (University of Aston, UK); **Marko Modiano** (University College Gävle, Sweden); **Judyth Sachs** (University of Sydney, Australia); **Denis Shaw** (University of Birmingham, UK); **Nick Stanley** (University of Central England in Birmingham, UK); **Ronald Sultana** (University of Malta, Malta); **Voldemar Tomusk** (Open Society Institute, Hungary)

Teaching in Higher Education is an international, peer-reviewed journal. The journal addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges which they present. The journal is interdisciplinary and aims to open up discussion across subject areas by involving all those who share an enthusiasm for learning and teaching. In particular the journal will:

● critically examine the values and presuppositions underpinning teaching ● identify new agendas for research ● introduce comparative perspectives and insights drawn from different cultures ● aim to apply and develop sustained reflection, investigation and critique to learning and teaching in higher education ● consider how teaching and research can be brought into closer relationship and how teaching in higher education can itself become a field of research.

VOLUME 10 NUMBER 1 JANUARY 2005

Preparing a laboratory-based thesis: Chinese international research students' experiences of supervision
Joanne W. McClure 3

'Asking Pompeii questions': a co-operative approach to Writing in the Disciplines
Elizabeth M. Somerville and Phyllis Créme 17

Learning to play the seminar game: students' initial encounters with a basic working form in higher education
Andreas Fejes, Kristina Johansson and Madeleine Abrandt Dahlgren 29

Power distance and group dynamics of an international project team: a case study
Trena M. Paulus, Barbara Bichelmeyer, Larissa Malopinsky, Maura Pereira and Polly Rastogi 43

Students evaluating teachers: exploring the importance of faculty reaction to feedback on teaching
Sarah Moore and Nyiel Kuol 57

Self-regulated learning about university teaching: an exploratory study
Carolin Kreber, Heather Castleden, Nina Erfani and Tarah Wright 75

Towards improving students' attendance and quality of undergraduate tutorials: a case study on law
Mashood A. Baderin 99

POINTS FOR DEBATE

The dance of educational innovation
Erik D.U. de Graaff and Sheella Mierson 117

Book Reviews 123

Policy Statement 139

VOLUME 10 NUMBER 2 APRIL 2005

'The fault lies not in our students, but in ourselves': academic honesty and moral development in health professions education—results of a pilot study in Canadian pharmacy
Zubin Austin, Stephanie Simpson and Emily Reynen 143

Lecturer and first year student (mis)understandings of assessment task verbs: 'Mind the gap'
Kevin Williams 157

Models of professional development in the education and practice of new teachers in higher education
Amanda Pill 175

Choice of institutions of higher education and academic expectations: the impact of cost-benefit factors
Rachel Pasternak 189

Facing dilemmas: teacher-educators' ways of constructing a pedagogy of teacher education
Harm Tillema and Lya Kremer-Hayon 203

Early warning signs in postgraduate research education: a different approach to ensuring timely completions
Catherine Manathunga 219

The student learning process: Learning Styles or Learning Approaches?
Peter F. Cuthbert 235

University teachers' experiences of change in their understanding of the subject matter they have taught
Keith Trigwell, Michael Prosser, Elaine Martin and Paul Ramsden 251

POINTS FOR DEBATE
Exploring identity
Janina Chowaniec 265

Review Essay 271

Policy Statement 281

VOLUME 10 NUMBER 3 JULY 2005

Nurturing authenticity: a conversation with teachers
Ellen Carusetta and Patricia Cranton 285

The troublesome triplets: issues in teaching reliability, validity and generalisation to business students
Sarah Quinton and Teresa Smallbone 299

Removing the barriers? A study of the conditions affecting teaching innovation
Christine Hockings 313

Developing a portfolio to promote authentic enquiry in teacher education
Tony Harland 327

'Yes, a very good point!': a critical genre analysis of a corpus of feedback commentaries on Master of Education assignments
David F. Hyatt 339

The Pedagogy Excellence Project: a professor–student team approach to authentic inquiry
Lynn McAlpine, Steve Maguire and Mary Dean Lee 355

Visible images of disabled students: an analysis of UK university publicity materials
Sue Ralph and Kathy Boxall 371

POINTS FOR DEBATE

Turning an undergraduate class into a professional research community
Hasok Chang 387

Book Reviews 395

Policy Statement 403

VOLUME 10 NUMBER 4 OCTOBER 2005

Special Issue: Transformative purposes, values and identities for higher education

Against fundamentalism, for democracy: towards a pedagogy of tolerance in higher education
Graham Badley 407

Rethinking academic identities in neo-liberal times
Suzy Harris 421

Critical hope in English higher education today, constraints and possibilities in two new universities
Patrick Ainley and Joyce E. Canaan 435

From scholarship student to responsible scholar: a transformative process
Lin Lin and Patricia Cranton 447

Reconceptualizing roles and responsibilities in language learning in higher education
Beverly-Anne Carter 461

On being an insider on the outside: new spaces for integrating academic literacies
Cecilia Jacobs 475

Peer observation as a transformatory tool?
Deborah Peel 489

Caring as a 'threshold concept': transforming students in higher education into health(care) professionals
Lynn Clouder 505

POINTS FOR DEBATE
Understanding the cultural construction of wealth and power differentials through ethnographic narrative analysis in Colombia
Carlos R. Ruano 519

Book Reviews 527

Policy Statement 545

Volume Contents and Author Index 549